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ABSTRACT

These guidelines, designed for voluntary, optional use by schools, are intended to aid the school in collecting data for self-evaluation or external team evaluation of its program of multicultural/multiracial education. The three pivotal points of the evaluation are: (1) the characteristics of the school and its community, (2) the schools general philosophy and objectives, and (3) the specific commitments the school has made to educating its young people for a pluralistic society. The chapters of the guide are: I. Fundamental Commitments; II. The School and Community Setting; III. The Central Office Context; IV. School Structure Relating to Multicultural/Multiracial Education; V. The Educational Program; VI. Studet Personnel Services; VII. Process of Involvement and Decision-Making in Multicultural/Multiracial Education; VIII. Change and Improvement in Multicultural/Multiracial Education; and IX. Evaluation of the School's Efforts Towards Multicultural/Multiracial Education. Each of the chapters contains evaluation questions. Provided as addenda to the guide are the Student Opinionnaire: A Short-Form Survey Instrument, and the Teacher Opinionnaire: A Short-Form Survey Instrument. (DB)

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Evaluation Guidelines for Multicultural-Multiracial Education

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EVALUATION GUIDELINES FOR MULTICULTURAL / MULTIRACIAL EDUCATION

Designed primarily for secondary schools

TM 003 152

NATIONAL STUDY OF SCHOOL EVALUATION

National Study of School Evaluation

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Addenda:

Student Opinionnaire: A Short-Form Survey Instrument

Teacher Opinionnaire: A Short-Form Survey Instrument

Foreword

Evaluation Guidelines for Multicultural/Multiracial Education is the outcome of a project conducted under the auspices of the National Study of School Evaluation. The materials were developed in response to urgent requests for assistance in evaluating a critical area of American education, an area not covered by existing evaluative materials.

Dr. John Stanavage, Executive Secretary, North Central Association, Commission on Secondary Schools, agreed to direct the project. He named a committee of five specialists to assist him in the development activities.

The project got under way in July, 1971, and the committee spent the next eight months in discussing, writing, reviewing, and editing. Three committee meetings were held: July 26–27 in Chicago, October 8–10 in Chicago, and December 18–19 in New Orleans. During the Spring of 1972 the materials were field-tested in the following selected high schools:

Corcoran High School, Syracuse, New York
Staples High School, Westport, Connecticut
John Adams High School, Portland, Oregon
Monument Valley High School, Kayenta, Arizona
Fenger High School, Chicago, Illinois
Eastridge-Kankakee High School, Kankakee, Illinois
Upper Heyford American High School, Upper Heyford, England

In the first five listed schools, the MC/MR Guidelines were used in conjunction with a complete school evaluation. In the two remaining schools, the MC/MR evaluation was undertaken separately, not as a part of a plenary school evaluation. In six of the seven field tests, a member of the project development committee served as chairman.

When the results of the field test were collected and the materials revised accordingly, the committee met in June, 1972, in Chicago for final review. Dr. Stanavage then presented the materials to the General Committee of the National Study in Denver, Colorado, in July, 1972, for approval.

The members of the General Committee feel that these guidelines represent a significant step in providing materials for comprehensive evaluations of American schools. It is our belief that schools will find the materials flexible enough to be used as part of a complete school evaluation or as a separate evaluation project.

The National Study is well aware that the multicultural/multiracial area is a sensitive one, and that the degree in which this pioneering effort is accepted may vary from place to place. It is hoped that those using the materials will share their reactions with us; their input will be useful in refining and improving the guidelines as they are revised.

GENERAL COMMITTEE
National Study of School Evaluation

NAME OF SCHOOL _____

DATE _____

Self-evaluation prepared by:

_____ _____

_____ _____

_____ _____

Submitted to the total faculty on _____

Introduction

Every school within our nation's context has an imperative mission: To help prepare its students for life in a society composed of many different cultural, racial, and ethnic strands. The extent to which the school equips its young people to work and to live within a country characterized by an assortment of races, cultures, and life-styles, each mutually celebrated, is an important indicator of its relevance to contemporary youth and its overall quality.

These guidelines have been designed for voluntary, optional use by schools no matter what the varying degrees may be of their ethnic, racial, and socioeconomic mix. Essentially, they direct the attention of the school to those aspects of its program and operation that shape the developing attitudes of its students towards the various cultures that coexist in this country. The guidelines are to be used in both the self-evaluation and the external team evaluation of the school.

These guidelines are meant to be guidelines only. They are not intended to be prescriptions. Nevertheless, the obligation of the school to help prepare every student to live a satisfactory life in a heterogeneous society should be clearly recognized.

This document was prepared under the auspices of the National Study of School Evaluation, publishers of the *Evaluative Criteria*, in response to urgent requests for an instrument to assist in the evaluation of this critical area of education. This is a pioneer effort, hence it is hoped that schools using this instrument will share their reactions and suggestions with the National Study of School Evaluation with a view towards the improvement and refinement of the *Evaluation Guidelines* at its next revision.

The use of this instrument is completely optional. It is not necessarily related to any other evaluation instrument published by the National Study. Thus the *Guidelines* may be used in conjunction with a full-scale school evaluation or as a separate evaluation, whichever the school may desire.

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Instructions

General Instructions

Members of the school self-study committee undertaking this evaluation should first consider the statement of "Basic Assumptions" (page 5). While this statement is broad, the extent to which the staff disagrees with it should be determined. Where disagreement is expressed, the school should explicitly state its own point of view. It is within the context of the *school's own point of view*, provided it is consistent with the fundamental premises of our democratic society, that the self-study is to be effected and the external team evaluation conducted.

Modifications can be made in the checklist and evaluation items if such changes will make those statements more consistent with the characteristics of the school and its community and with the stated objectives of the school. All such changes should be explained in terms of the requirements of the school's philosophy and the needs of its students.

The three pivotal points of this evaluation of multicultural/multiracial education are: (1) the characteristics of the school and its community, (2) the school's general philosophy and objectives, and (3) the specific commitments the school has made to educating its young people for a pluralistic society. Therefore, Section I of these guidelines, "Fundamental Commitments," and Section II, "The School and Community Setting," should be kept in mind continuously and should be consulted carefully as the various other sections are completed.

Thus, those making the evaluation should ask: "How well do the practices of this school relative to pluralistic education meet the needs of the school, the students, and the community?" "How well do these practices conform to the philosophy and objectives of the school?" and "Do the practices and procedures in this school fulfill the express commitments the school has made to multicultural/multiracial education?"

The school's written statement of its philosophy, objectives, and educational commitments in the area of multicultural/multiracial education should be attached to Part I, "Fundamental Commitments." The entire evaluation, including both the self-study and external team appraisal, is to be conducted within the terms of that explicit statement.

When evaluations are made, factors such as the size, type, and location of the school, the financial support available, state requirements, pressure groups in the community, and others, should be mentioned, but should not be permitted to justify failure to provide the program that is necessary to make multicultural/multiracial education effective within the school. Also, the twofold nature of this present work—evaluation and stimulation to change and improvement—should be kept in mind. Careful, discriminating, and courageous judgment is essential if these purposes are to be served.

Broad Definition of the Term "Multicultural/Multiracial"

The term "multicultural/multiracial," as used in this evaluation instrument, extends beyond racial and ethnic categories. It refers as well to distinct religious and socioeconomic groupings. Hence in conducting its evaluation the school should be aware of all the cultural, racial, religious, and socioeconomic interfaces within the school and community, carefully considering each in both its evaluation and its continuing efforts towards pluralistic education.

Working Definitions of Racial, Ethnic, and Cultural Groups

"Racial minority groups," as used in this instrument, refers to those clearly delineated and self-defined peoples generally characterized as nonwhite, such as Black, Oriental, American Indian, and so forth.

An "ethnic group" consists of people of a common national origin who clearly and specifically identify themselves or are identified with that origin. Hence not all people of a specific national derivation are to be thought of as an ethnic body. Only as they undertake group action on the basis of their ethnicity and identify themselves with it would they be considered an ethnic group.

A "minority culture group" is one that is distinctive from the mainstream inhabitant of the United States, yet one in which race and/or ethnicity may not be predominant factors. Appalachian Whites would be an example here. Deprived socioeconomic groups could also come under this heading.

Specialized Use of the Word "Minority"

Wherever the word "minority" is designated with an asterisk in these guidelines, it refers to those racial or ethnic groups that are the numerical minority within this particular school or district.

Evaluation Procedures for Multicultural/Multiracial Education

Since education for a pluralistic society involves every part of the formal school program, its evaluation must be comprehensive and encompassing. Thus while a subcommittee should be used as a task force to undertake the preliminary work, the evaluation ultimately must be presented to and endorsed by the total staff.

All phases of the school's operation, no matter how seemingly remote from multicultural education, should be considered. An intensive study of the community should be made in reference to its expectations, experiences, reactions to, and readiness for multiracial and multicultural integration, both within the community and within the school. The extension of the community into the school and of the school into the community should be weighed.

Students, parents, and community/neighborhood representatives should be involved directly in the self-evaluation. Access to these people and these groups should be provided for the external team evaluators also.

Checklists and Evaluations

The checklists and evaluations should be made on the following four-point scale:

4 = Excellent
3 = Good
2 = Fair
1 = Poor, Missing
na = Not applicable

What should be the basis for comparison of the points on that scale? In any entity as complex as a school, it is not easy to detail what *excellent* or *poor* really means relative to the hundreds of items that must be considered and then distilled into that judgment. Furthermore, it should be noted that there is an appreciable moral and ethical content to multicultural education. Hence, the best answer here seems to be that the evaluator should draw upon his total experience in schools and upon his perceptions of the moral urgency of the task to be performed, then make the most valid judgment he can on those bases.

It should be noted that point 4 on the scale does not mean ideal or perfect. It implies only that the practice or condition is in effect and is operating very well within the school.

Those conducting the self-evaluation should strive for accuracy in their statements. If a slight change in the wording of an evaluation item would make it more appropriate to the school, the change should be made. If important elements of the school's program are omitted, the subcommittee members are free to add those checklist or evaluation items that will make the description more complete.

Supplementary Data and Additional Areas

Some facets of the school's program for multicultural education may not be touched upon by the checklists and evaluation statements. For this reason, additional information is sometimes requested under Supplementary Data. If any significant areas of the school's total effort towards multicultural education are not mentioned in these guidelines, the school should add the necessary sections. The following aspects might be considered for any area to be added:

I. Its Organization
II. The Direction of the Learning
III. The Outcomes
IV. Any Special Characteristics
V. A General Evaluation

Space for Comments

Comments may be added at the end of each subsection to provide additional information needed for a complete report in that area or to describe any condition not covered adequately elsewhere. This space may also be needed to clarify or amplify items in the checklists. Subcommittees are encouraged to add any insights that will help explain a judgment or rating.

Opinionnaires and Attitude Surveys

In any school evaluation, it is important that the attitudes of the people directly involved be determined, if the evaluation is to have much point. Hence, two opinionnaires are included with this instrument: one for students and one for the professional staff. These opinionnaires may be modified to accord with the local situation. Copies may be purchased from the National Study of School Evaluation.

In presenting the results from these opinionnaires, the school should wherever possible compile the responses in terms of those subgroups it considers significant—racial, ethnic, sex-related, or the like. (This may require modifying the questionnaire to elicit this information.) The school might wish to consider polling community attitudes as well, although this is more difficult.

Basic Assumptions

There is no compulsion for the school to embrace the following basic assumptions. The entire school staff, however, should consider them carefully and thoughtfully, for they represent some of the major thinking in the area of multicultural multiracial education. The school should explicitly accept, reject, or modify these assumptions to bring them into accord with its own governing purposes and objectives for multicultural multiracial education.

A truly integrated society is admittedly complex. Integration, more than being simply physical interaction between and among different races and social groups, has profound and extensive personal, sociological, and cultural ramifications. Underlying any attempt at integration is the nuclear question: Integration into which society? . . . absorption into what culture? The answer tends to be not absorption at all, but the dynamic mutuality of many cultures, many races, many social styles of living, all within the broad but cohesive framework of our country's democracy.

The "melting pot" concept that predominated in our country and our schools for long generations—a concept whose essential objective was assimilation and the effacement of cultural identity—no longer governs. We must now openly acknowledge the differences subsisting in the people of this nation. We must find our strength and our prevailing purposes in racial and cultural pluralism, a pluralism attended by a parity of power, a pluralism that will not shatter itself by endless polarizations.

Our developing society, then, rather than reflecting a single, monolithic culture, will consist of many ethnocentric groups and many variant patterns of life. These will exist in dynamic yet relatively harmonious tension with each other. We indeed shall be one people, but the individual strands making up our nation will remain distinctive, with no thought of subordinating one to another.

The rising concern with the racial and cultural divisions in our society and the growing rejection of the "melting pot" model are having pervasive impact on our schools. Over the last two decades, the paramount issue in many school situations has been the achievement of physical desegregation, of trying to bring minority and majority youth together in effective educational environments. Our failures—schools that remain stubbornly segregated and turbulent—may exceed our successes thus far, but we have learned one unquestionable lesson: Education for a society based on racial and cultural pluralism is now an inescapable task being imposed on all schools, no matter what their student mix may be. The segregated school, be it all black, all brown, all yellow, all white, has a responsibility equal to that of the integrated school in preparing its students for a self-fulfilling existence in the world they are to inherit.

This responsibility broadens immensely the current conception of integrated education. And the question as to the degree to which any school is providing its students with the experiences, the orientations, and the insights necessary for life in such a pluralistic society is not only appropriate, it is imperative.

Thus it becomes evident that the evaluation of any school should include a searching appraisal of its total efforts towards education for a pluralistic society. Unless the staff and the community look self-critically at their endeavors to provide this crucial phase of education, the self-evaluation will be partial at best. And unless the external team likewise assesses the school's program for its effectiveness in educating young people for this multicultural America, the evaluation will have been incomplete.

It is doubtful that any school can provide effective education for a pluralistic society unless it first makes an explicit commitment to itself and to its community that this is one of its controlling purposes. Moreover, while education for pluralism should permeate the entire school, a specific program design must be developed to give direction and thrust to the effort. This program should encompass staffing, the curriculum, student/staff relationships, the extracurricular program, teaching methods, personal interactions within the school, the extension of the school into the community—all aspects of the school's operation.

The experiences for pluralism that the school provides must be directed towards the recognition of a mutuality of cultural expressions. Learning experiences must bring together young people of differing races and cultures for meaningful, self-respecting activities—activities that honor the psychological autonomy of all groups. Racial and cultural limitations imposed by geographic and residential patterns should not be permitted to reduce the students' opportunities for significant multicultural, multiracial education, even though physical integration may not be desired.

Moreover, since the factors shaping the multicultural/multiracial attitudes and behaviors of students extend far beyond the school itself, it is imperative that the school work closely and intimately with the community in providing a total program of wholesome pluralistic education and experiences. The resources of each should be used to supplement and enhance the efforts of the other. Where the situation so demands, the school must not hesitate to assume leadership in helping the community to arrive at better understanding of intergroup relationships and in assisting the community to correct those conditions that militate against equality and the free association of all people.

The existence of covert and overt ethnic and socioeconomic prejudice on the part of some staff members and students should be faced openly. Even more importantly, the racism implicit in many of our institutional formats must be acknowledged and steps must be taken to make the school forms more congruent with an open society. These guidelines are offered to help the school direct its efforts towards these ends.

I. Fundamental Commitments

A. Overview

The philosophy, objectives, and educational commitments of a school in the area of multicultural/multiracial education cannot be divorced from the overall philosophy, objectives, and educational principles of that school. All three must be precise statements which give clear and consistent guidance to all aspects of the school's operation. The philosophy of the school is stated precisely when it unambiguously declares the basic assumptions and the value commitments of the staff in terms of the school's role in society and its responsibilities to students and community. The objectives of the school are precise when they identify the effect which is intended on the behavior of the students, the staff, and the community. The educational principles are clear when they assert the ways in which the philosophy and objectives of the school are to be implemented.

In developing its statement of fundamental commitments in the area of multicultural/multiracial education, the school should make certain they derive legitimately from its general philosophy and objectives. Hence, a copy of the school's general philosophy and objectives should be attached to this section.

B. Statement of Philosophy for Multicultural/Multiracial Education

A statement of philosophy should be formulated by the staff of the school, stating the goals, basic assumptions, and aspirations specifically developed for the multicultural/multiracial experiences to be accorded the students. The following are representative types of questions which may be used to develop this statement:

1. What are the school's aims for fostering multicultural/multiracial education as a primary commitment of a pluralistic society?
2. To what extent should the school seek to reduce, if not remove, the competitive element from relations between different subcultural and racial groups?
3. Should the school attempt to assure an equal distribution of power and prestige among the various subcultural and racial groups?

C. Statement of Objectives for Multicultural/Multiracial Education

Precise objectives provide clear-cut guidelines for the selection of educational commitments. These objectives should be an outgrowth of and be consistent with the school's statement of philosophy of multicultural education. Some suggested examples might be:

1. Students (teachers) demonstrate understanding of our democratic, pluralistic society by exhibiting such behaviors as:
   a) Establishing friendships, both in and out of school, which freely cross cultural/racial lines.
   b) Electing and supporting fellow students (teachers) in leadership roles with fairly equitable distribution of the various subcultural/racial groups.
   c) Seeking cross-cultural experiences in the school curriculum.
   d) Expressing approval of any achievement, individual or group, without ethnic bias.
2. Students (teachers) carry over to the community their informed understanding of democratic pluralism by seeking to correct conditions within the community that deny equal opportunity to any person.
3. Students (teachers) feel free to discuss openly racial, cultural, and ethnic differences, as well as intergroup difficulties.

D. Statement of Educational Principles for Multicultural/Multiracial Education

The implementation of a philosophy and a set of objectives requires a clear statement of educational principles. Educational principles are the central priorities which underlie the school's operation of its instructional program, its student activities, its community relations, the deployment of staff, and the use of teaching/learning strategies.

Below are listed suggested educational principles in the field of multicultural/multiracial education which the staff might wish to consider in developing the statement of its own governing principles. In formulating those principles, it should be made certain there is general acceptance and explicit understanding of them on the part of the total staff. A copy of the educational principles for multicultural/multiracial education as adopted by the staff should be attached to this section.

1. Multicultural/multiracial education recognizes a significant diversity of students; therefore programs for students should be highly individualized.
2. Estimates of ability should be based on results and instruments that have minimal socioeconomic, class, or cultural bias.
3. The school should recognize and value different learning styles, different vocational goals, and different life purposes. It should not insist upon a universal "best model."
4. The processes by which students learn social behaviors should emphasize and value diverse cultural definitions of these behaviors.
5. While insisting upon behavior which is neither antisocial nor hostile to any other group, the school must be tolerant of behavioral differences.
6. The school should not attempt to devalue or expunge the cultural or racial heritage of any student, staff member, or member of the community.
7. Teaching methodologies which instruct a student in his own culture may differ from those which instruct him in another culture. The school staff is sensitive to when and where each of these kinds of methods is appropriate.
8. Teaching methodologies should place high priority upon building a sense of personal worth in each student, both as an individual and as a member of a distinct cultural/racial group.
9. The instructional program should serve the needs and aspirations of each cultural and racial group within the school, without violating the integrity of any other group.
10. The school should provide a program in which all students learn about and come to appreciate cultural and racial differences.
11. Students should be given practical opportunities to express, celebrate, and maintain cultural and racial differences.
12. The school should distribute resources, power, and prestige equitably among its cultural and social groups.

Evaluations

a) To what extent does the school's statement of philosophy on multicultural/multiracial education provide a basis for an operative program? . . . . . na 1 2 3 4

b) To what extent have specific education objectives been developed to give direction to the multicultural/multiracial efforts in the school? . . . . . na 1 2 3 4

c) To what extent has the school made specific educational commitments to multicultural/multiracial education that can be developed into an effective program? . . . . na 1 2 3 4

Comments

NOTE: The school's written statement of philosophy, objectives, and educational principles for multicultural/multiracial education should be attached to this section.

II. The School and Community Setting

Introduction

Two sets of data need to be compiled to delineate the school and the community setting in reference to multicultural/multiracial education. The first is general information about the school and community. This information may have been compiled for the general evaluation of the school. If so, the pertinent section should be consulted and made available to the persons undertaking this multicultural/multiracial evaluation. If no general evaluation has taken place recently, then Section 2, "School and Community" of the *Evaluative Criteria*, Fourth Edition, or some other analogous instrument should be completed to provide this general context.

The second set of data is outlined below as supplementary to the general School and Community report. These supplementary data are highly essential, since much of the other school and community information will not be based upon the premises of multicultural/multiracial education.

A. SUPPLEMENTARY DESCRIPTIVE INFORMATION ON THE COMMUNITY

1. What is the total population of the school district? _____

   Source _____ Year _____

2. What racial distribution is found in the total district? (Use approximate percentages.)

   What racial distribution is found in the school's community?

3. What are the discernible ethnic groups found in the community?

4. List the opportunities for general interracial and intercultural interaction present in the community.

5. List the organizations or other community resources (other than schools) that regularly and specifically provide multicultural/multiracial experiences for young people.

6. Briefly describe the general character of employment and unemployment of the various groups in the community.

7. Describe any other important characteristics of the community that could be related to the multicultural, multi-ethnic education effort of the school. (Such factors as language spoken in the home, ethnocultural interests, community history of racial or ethnic conflict, extremes of wealth, etc.)

8. Describe the major cultural/racial/ethnic groups in the community in relation to:

   a) Population trends.

   b) Mobility/stability.

   c) Neighborhood patterns.

   d) Aspirations of parents for their children's future.

e) Cultural, racial, ethnic organizations.

f) General economic standing in the wider community.

g) Representation on the various political decision-making bodies in the community. (School board, city council, etc.)

h) Political influence in the community.

9. Are community facilities available for the appearance of artists of all ethnic groups?

10. In the average community meeting or event, is the audience usually comprised of more than one racial group?

Checklist

1. The school and the community engage in frequent communication with each other, both on the individual and group levels, concerning those aspects of school and community life that relate to multicultural/multiracial experiences and education. . . . . na 1 2 3 4
2. The school and community mutually participate as contributing decision-makers in the various multicultural/multiracial experiences each is providing young people. . . . na 1 2 3 4
3. The school and the community share a mutual concern for the correction of those conditions either within the school or within the community that deny equal opportunity to any student. . . . . na 1 2 3 4
4. The school and the community express approval and support for the contributions made by each to multicultural/multiracial education. . . . . na 1 2 3 4

Evaluations

a) To what extent is the community as a whole supportive of the multicultural/multiracial educational efforts of the school? . . . . . na 1 2 3 4

b) To what extent do the efforts of the community to foster cross-cultural and multiracial interaction strengthen the similar efforts of the school? . . . . . na 1 2 3 4

c) To what extent does the community actively encourage multicultural/multiracial activities? . . . . . na 1 2 3 4

Comments

B. SUPPLEMENTARY DESCRIPTIVE INFORMATION ON THE SCHOOL

1. What is the racial distribution of the student body? (Use approximate percentages.)

2. What discernible ethnic, cultural, or socioeconomic groups are found in the school?

3. What is the enrollment area for the school? How has this area been determined? When was it determined?

4. If the racial and socioeconomic distribution of the student body is not fairly commensurate with the racial distribution of the total school district, explain the disparity.

5. Does the school diversify its student body along ethnical and racial lines by drawing students from outside its attendance district?

6. To what extent does the school and its staff get involved in minority group activities not directly related to the school?

7. How many students are receiving free lunches? _____ Free breakfasts? _____

8. Describe the drop-out rates for the various racial/ethnic/cultural groups within the school.

Are any of these drop-out rates attributable to:

a) The lack of appropriate curriculum offerings for these particular groups of students?

b) Distinct cultural group mores that are at odds with present school practices?

If so, explain the relationship.

9. What follow-up procedures or programs are used with students who withdraw from the school prior to graduation (or promotion, in the case of junior high schools)?

10. Provide follow-up data on graduates for each racial/ethnic group in the school. (Use Table G: Follow-Up Data on Graduates, *Evaluative Criteria*, 4th Edition, page 25, or a similar instrument.)

11. How are these data on school and community shared with the professional staff?

12. Describe any instances or episodes of racial/cultural tensions or strife the school has experienced within the last three years.

Evaluations

a) To what extent does the school (staff, students, administration) recognize its distinct racial, cultural, and socioeconomic groups? . . . . . na 1 2 3 4

b) To what extent does this school recognize the need for multicultural/multiracial education? . . . . . na 1 2 3 4

Comments

III. Central Office Context

Some of the most important parameters for the development of an effective multicultural/multiracial effort on the part of the individual school are established by the governing body of the district and the superintendent's office. This section seeks to provide data on these aspects of the school's operation.

A. THE BOARD OF EDUCATION

1. Number of members _____ Length of term _____
2. Describe how board members are selected. (How nominated? Elected or appointed? Do they run on a partisan ticket? Are multiple terms permitted?)

3. What are the official qualifications for board members? The unofficial requirements?

4. What is the composition of the present board in relation to:
   a) Sex?

   b) Racial ethnic balance?

c) Levels of education?

d) Professions and occupations?

5. Describe how the present composition of the board accords with the racial/ethnic, socioeconomic composition of the total community.

6. Board policies and procedures:

a) Does the board have a written policy concerning multicultural/multiracial education? (If so, please attach a copy.)

b) Does the board have a written policy concerning the racial composition of the professional staff? (If so, please attach a copy.)

c) Has the board established either a committee or a task force on multicultural/multiracial education for the district? If so, please describe its work to date.

d) Has the board authorized a program to overcome any achievement lag displayed by non-white students? If so, please describe the program.

e) What employment policies relative to race and sex have been adopted by the board?

f) What fair employment policies have been established for the purchasing of services and materials?

7. Have board members and or the board as a whole participated in workshops, seminars, institutes, etc., dealing with human relations and minority group issues? If so, please describe these efforts.

8. Describe the efforts the board makes to encourage minority group parents to meet with it.

9. Cite examples of how the board encourages multicultural/multiracial education.

Evaluations

a) To what extent is the board committed to multicultural/multiracial education? . . . na 1 2 3 4

b) To what extent has the board mandated multicultural/multiracial education as a major concern and effort of the total school district? . . . . . na 1 2 3 4

c) How effectively are the published policies of the board relative to multicultural/multiracial education being observed? . . . . . na 1 2 3 4

Comments

B. THE SUPERINTENDENT OF SCHOOLS AND HIS STAFF

1. Describe the ways in which the superintendent provides leadership to encourage a district-wide multicultural/multiracial educational program within the framework of board policy.

2. Describe whatever efforts the superintendent has made to provide an inservice program of multicultural/multiracial education for staff members, professional and others.

3. Describe the resources provided by the superintendent to implement multicultural/multiracial education within the district.

4. Describe the ethnic/racial composition of the professional staff in the central office. Note the sex distributions among the various groups also.

5. Describe the three highest positions held on the central office staff by members of non-white groups. By women. To whom do these people report?

6. Who in the central office has the prime responsibility for developing and directing multicultural/multiracial education within the district? What other central office staff members have specific assignments in this area?

7. What efforts are made in the employment of professional personnel to recruit non-white teachers and staff members?

Evaluations

a) To what extent does the superintendent make professional staff appointments that reflect the characteristics of a pluralistic society? . . . . . na 1 2 3 4

b) To what extent does the superintendent endorse multicultural/multiracial education? . na 1 2 3 4

c) To what extent does the superintendent promote multicultural/multiracial education? . na 1 2 3 4

d) To what extent does the community feel that the superintendent and his staff are supportive of multicultural/multiracial education? . . . . . na 1 2 3 4

e) To what extent does the central office staff, apart from the superintendent, endorse and promote multicultural/multiracial education? . . . . . na 1 2 3 4

Comments

IV. School Structure Relating to Multicultural/Multiracial Education

A. RACIAL/ETHNIC BALANCE OF THE TOTAL STAFF

1. List below percentages for the various racial and ethnic groups. In deriving figures for the faculty, use the data (if available) from the *Evaluative Criteria*, 4th Ed. Section 9, Chart 1, page 319.

	American Indian		Black		Oriental		Spanish speaking		White		Others (specify)	
	#	%	#	%	#	%	#	%	#	%	#	%
Administrators												
Classroom Teachers												
Guidance Counselors												
Media Personnel												
Health Services Personnel												
Specialists and Consultants												
Food Services Personnel												
Secretaries and Clerks												
Custodial and Maintenance Personnel												
Paraprofessionals												
Others												

a) How many of the non-white professional personnel in the school are under tenure? . . _____

b) What percentage is this of all tenured personnel in the school? . . . . . _____%

c) How many of the administrators are women? . . . . . _____

Checklist

1. Minority* personnel on the staff are more numerous now than five years ago. . . . na 1 2 3 4
2. The racial composition of the professional staff is in keeping with the racial make-up of the student body. . . . . na 1 2 3 4

* Wherever the word minority is asterisked, it refers to racial or ethnic groups that are the numerical minority within this particular school or district.

3. Minority* staff members have been given professional assignments other than that of classroom teachers. . . . . na 1 2 3 4
4. The racial/ethnic composition of the professional staff fairly reflects the racial/ethnic balance of the community. . . . . na 1 2 3 4

Evaluations

a) Are minority* personnel sufficiently represented on the school's teaching staff so as to provide a favorable setting for multicultural/multiracial education? . . . . . na 1 2 3 4

b) Are minority* personnel sufficiently represented on the school's administrative and other non-teaching professional staff so as to provide a favorable setting for multicultural/multiracial education? . . . . . na 1 2 3 4

c) Are minority* personnel on the school's professional staff represented to a degree that reflects the broad pluralistic society of the United States rather than the immediate community? . . . . . na 1 2 3 4

d) Are women sufficiently represented on the school's administrative staff so as to indicate the absence of sexual bias? . . . . . na 1 2 3 4

e) In the general school structure, is there an effort to reduce sex-stereotyping? . . . . na 1 2 3 4

Comments

B. THE TEACHING STAFF

Checklist

1. The staff is receptive to minority* colleagues. . . . . na 1 2 3 4
2. Teachers attend in-service workshops or institutes on multicultural/multiracial education. . . . . na 1 2 3 4
3. Teachers recognize the need for multicultural/multiracial education in this school. . . . na 1 2 3 4
4. Teachers search for ways to overcome the reluctance of students to recognize and discuss racial and ethnic questions. . . . . na 1 2 3 4
5. Teachers are relatively consistent in expecting adequate classroom behavior of all students. . . . . na 1 2 3 4
6. Teachers establish legitimate standards for classwork, but also make special efforts to see that all students, despite any initial learning deficiencies, can reach those standards. . . . . na 1 2 3 4
7. Teachers openly recognize racial and cultural biases in themselves and in students and attempt to overcome these. . . . . na 1 2 3 4
8. Teachers respect the cultural, racial, and ethnic differences of their students. . . . na 1 2 3 4

Evaluations

a) To what extent is the staff committed to multicultural/multiracial education in this school? . . . . . na 1 2 3 4

b) To what extent does the teaching staff make a consistent effort to promote sound multicultural/multiracial relationships in all their contacts with students in this school? . . na 1 2 3 4

c) To what extent do the teachers practice sound interpersonal and intergroup relationships among themselves? . . . . . na 1 2 3 4

d) To what extent are all staff members required to have training in multicultural/multiracial education? . . . . . na 1 2 3 4

Comments

C. THE PRINCIPAL AND HIS ADMINISTRATIVE STAFF

Checklist

1. Members of the administrative staff have participated in workshops, seminars, institutes, etc., in human relations and minority issues. . . . . na 1 2 3 4
2. The principal actively seeks and welcomes minority* group teachers. . . . . na 1 2 3 4
3. The principal promotes better relations between faculty members from minority and majority groups. . . . . na 1 2 3 4
4. The principal is accessible to minority* parents wishing to discuss racial, ethnic, and school issues. . . . . na 1 2 3 4
5. The principal is accessible to minority* students wishing to discuss racial, ethnic, and school issues. . . . . na 1 2 3 4
6. The principal regularly reports to the parents about the progress of the multicultural/multiracial education program in the school. . . . . na 1 2 3 4
7. The principal makes program and other recommendations to the superintendent for improving multicultural/multiracial education. . . . . na 1 2 3 4
8. The principal deals directly and openly with minority* groups. . . . . na 1 2 3 4
9. The principal regularly works with the teaching staff to help them improve the quality of their efforts in multicultural/multiracial education. . . . . na 1 2 3 4
10. The principal is committed to the need for multicultural/multiracial education in this school. . . . . na 1 2 3 4
11. The administrative staff is committed to the need for multicultural/multiracial education in this school. . . . . na 1 2 3 4

Evaluations

a) How effectively does the principal perform his duties in relation to multicultural/multiracial education? na 1 2 3 4

b) To what degree do the assistants to the principal support his policies and program relating to multicultural/multiracial education? na 1 2 3 4

Comments

D. SCHOOL ORGANIZATION AND GROUPING

Checklist

1. In organizing the school, consideration has been given to the subtle and overt effects of the schedule, grade placement, course requirements, and the like, on minority group students. na 1 2 3 4
2. Rules and regulations of the school relate strictly to the need for general control and not to nonessential culture differences and mores. na 1 2 3 4
3. The school recognizes the need among its students for self-segregation at times in the classrooms, in their leisure moments, and in their extracurricular activities. na 1 2 3 4
4. The school is aware of the specific learning conditions in those schools previously attended by its students. na 1 2 3 4
5. The school has attempted to eliminate the negative effects on pluralistic education of formal tracking in student placement. na 1 2 3 4
6. The school has sought to reduce the negative effects on pluralistic education of informal tracking. na 1 2 3 4
7. The only courses in the school for which prerequisites have been established are those of a strictly sequential nature, such as French I and II. na 1 2 3 4
8. Concern is given to having classes fully representative of the racial/ethnic, cultural diversity of the student body. na 1 2 3 4
9. Lunchroom facilities are organized so as to promote the free association of all students. na 1 2 3 4

Evaluations

a) To what degree does the organization of the school provide a total experience promotive of multicultural/multiracial education? . . . . . na 1 2 3 4

b) To what extent do the grouping, class scheduling, and student assignment policies and procedures in the school promote multicultural/multiracial interaction? . . . . . na 1 2 3 4

c) To what extent are the published policies of the board relating to multicultural/multiracial education observed in this school? . . . . . na 1 2 3 4

Comments

V. The Educational Program

A. THE FORMAL CURRICULUM

Checklist

1. The English curriculum includes the writings and works of a wide range of ethnic groups.	na	1	2	3	4
2. The social studies curriculum purposely has been revised to include the historic, cultural, and intellectual contributions of American Indians, Blacks, Asians, Spanish-speaking people, etc.	na	1	2	3	4
3. Special courses are provided in a broad spectrum of ethnic studies.	na	1	2	3	4
4. All students are encouraged to take special courses in ethnic studies.	na	1	2	3	4
5. Special help in basic skills is provided so that all students may succeed in all curriculum areas.	na	1	2	3	4
6. All courses are readily available to students from all ethnic groups.	na	1	2	3	4
7. The school's curriculum provides genuine options for non-white students to pursue education beyond high school.	na	1	2	3	4
8. The school's curriculum provides worthwhile options for those non-white students who will enter the work force upon graduation from high school.	na	1	2	3	4
9. Where pertinent, the content in all courses includes a focus on multicultural/multiracial education.	na	1	2	3	4

Supplementary Data

1. Describe the formal curriculum for the study of multiethnic and multiracial history and culture.

2. Explain in what other ways the curriculum facilitates multicultural understandings.

3. Describe how the curriculum supports equal power, prestige, and access to a full life in a pluralistic society for non-white students.

4. Describe the efforts made within the last two years to make the curriculum more pertinent to the needs and requirements of non-white students.

Evaluations

a) To what degree does the school's formal curriculum promote multicultural/multiracial education? . . . . . na 1 2 3 4

b) To what extent is the school preparing every one of its students for a productive life in the pluralistic society of America? . . . . . na 1 2 3 4

c) To what extent does concern for multicultural/multiracial education permeate the entire school program? . . . . . na 1 2 3 4

d) To what extent are appropriate programs and teaching materials being developed for ethnic studies? . . . . . na 1 2 3 4

Comments

B. LEARNING MATERIALS

Checklist

1. There is in the school's professional library a good collection of multicultural multiracial materials.	na	1	2	3	4
2. There are in the media center current and pertinent books and other printed materials written by members of non-white groups.	na	1	2	3	4
3. There are in the media center non-printed materials on non-white groups and diverse cultures.	na	1	2	3	4
4. The materials on multicultural/multiracial matters in the media center are readily accessible to all students.	na	1	2	3	4
5. Factual materials in the library have been evaluated for accuracy and authenticity as far as multicultural/multiracial concepts are concerned.	na	1	2	3	4
6. Textbooks are carefully selected for their equitable treatment of non-white and ethnic minority groups.	na	1	2	3	4
7. Teaching materials for multicultural/multiracial education are available in a range of interest levels for students.	na	1	2	3	4
8. Multicultural/multiracial teaching materials are provided at varying levels of difficulty.	na	1	2	3	4
9. Curriculum materials are judged on their coverage and treatment of non-white group contributions, as well as on other criteria.	na	1	2	3	4
10. Curriculum materials are continually being reviewed in relation to their impact on multicultural/multiracial relationships.	na	1	2	3	4
11. No student is denied the learning materials he needs because of his inability to pay fees or charges.	na	1	2	3	4

Evaluations

a) To what extent do the learning materials available to students contribute to and support the school's efforts towards multicultural/multiracial education? na 1 2 3 4

b) To what extent do the teaching materials available to teachers contribute to and support the school's efforts towards multicultural/multiracial education? na 1 2 3 4

Comments

C. SPECIAL EDUCATION

NOTE: Special education is generally accepted to mean education designed for and available to handicapped children and youth whose educational needs are different in part from those of most of their peers.

Checklist

1. The special education program is an integral part of the instructional program and operates on a nondiscriminatory basis. na 1 2 3 4
2. Students are placed in programs for the mentally handicapped or for the mentally disturbed on the basis of learning or behavioral defficiencies alone, and not because of racially, socially, or culturally conditioned factors. na 1 2 3 4
3. The special education staff is integrated racially and ethnically. na 1 2 3 4
4. Students are provided special supportive services on an integrated basis, in accordance with individual needs. na 1 2 3 4
5. In referring its handicapped students to supporting lay and professional groups, the school insists that all its students be treated equally. na 1 2 3 4
6. Multicultural/multiracial programs are fully available to special education students. na 1 2 3 4
7. Handicapped students, regardless of race or ethnic background, are encouraged to seek the highest levels of education and/or employment for which they are suited. an 1 2 3 4

Supplementary Data

1. Give data on the number of students with handicaps, according to racial categories.

2. If programs for students with handicaps are not available in the school, indicate what other district or community resources are called upon to help meet their needs.

Evaluations

a) To what extent are all handicapped students in the school being given special education regardless of race or ethnic background? . . . . . na 1 2 3 4

b) To what extent are the multicultural/multiracial needs of handicapped students being met with the special education program? . . . . . na 1 2 3 4

Comments

D. SPECIAL PROGRAMS (Funded from External Sources)

Checklist

1. The special programs in effect have been designed or modified to meet the particular needs of the students of this school. . . . . na 1 2 3 4
2. Those special programs that prove their worth will continue to be funded by the district when the original funding has terminated. . . . . na 1 2 3 4
3. The special programs in the school do not result in the segregation or isolation of the student recipients from the total student body. . . . . na 1 2 3 4

Supplementary Data

1. Describe those special and /or specially-funded programs (title programs, foundation grants, projects, etc.) in effect in the school that are directed to providing specific assistance to racial, ethnic, cultural, or socio-economic minorities. Explain how each is funded.

2. Describe the efforts being made to evaluate the effect of these programs.

Evaluations

a) To what extent are the special or specially funded programs in the school helping to promote the school's efforts towards multicultural /multiracial education? . . . . na 1 2 3 4

b) To what extent are these programs becoming integral elements of the school's basic program? . . . . . na 1 2 3 4

Comments

E. EXTRACLASS ACTIVITIES (Including School Social Affairs)

Checklist

1. The school's extraclass program is carefully planned in accordance with the school's commitment to multicultural/multiracial education.	na	1	2	3	4
2. All students, regardless of race or socio-economic status, are encouraged by the school and the individual activities sponsors to participate in any of the extraclass activities available in the school.	na	1	2	3	4
3. Students of all races and cultural groupings are significantly involved in the planning of the school's extraclass activities.	na	1	2	3	4
4. Participants in the school's various organizations, clubs, and athletic programs fairly well reflect the racial and cultural composition of the student body.	na	1	2	3	4
5. Faculty sponsors of the school's extraclass activities are broadly representative of the racial and ethnic groups that make up America's pluralistic society.	na	1	2	3	4
6. The school publications seek to promote positive multicultural/multiracial concepts.	na	1	2	3	4
7. Clubs and organizations particularly desired in the school by the racial and ethnic minorities are provided.	na	1	2	3	4
8. Clubs and organizations are specifically designed for the racial and ethnic minorities in the school.	na	1	2	3	4
9. Clubs and organizations are related to multicultural/multiracial education whenever possible.	na	1	2	3	4
10. The school uses assembly programs to foster its multicultural/multiracial education efforts.	na	1	2	3	4
11. Social events in the school are planned and conducted to foster multicultural/multiracial interaction and education.	na	1	2	3	4
12. The school's drama and speech activities are conducted in accord with the school's commitment to multicultural/multiracial education.	na	1	2	3	4
13. Athletics and other competitive activities in the school provide for the full range of racial and cultural interactions, ability being the only criterion for team membership or participation.	na	1	2	3	4
14. Specific efforts are made to integrate those student activities especially susceptible to segregation, such as those carried on by cheerleaders, the newspaper staff, and the various special honor societies.	na	1	2	3	4
15. No student is deprived of participation in the school's extraclass activities because of financial disability.	na	1	2	3	4

Supplementary Data

1. Describe the particular aspects of the extraclass activities program especially designed to promote multicultural/multiracial education.

2. Describe what particular aspects of the extraclass activities program at this time result in increasing racial, ethnic, or socioeconomic isolation.

3. Give examples of the student government's participation in multicultural multiracial education within the past two years.

4. Describe any situation that might exist wherein minority* students are covertly excluded from participation in a school club or organization by the attitudes of fellow students or the staff.

Evaluations

a) How well does the extraclass program complement and further the multicultural multiracial education program of the school? . . . . . na 1 2 3 4

b) To what extent do all students in the school, regardless of race, ethnic background, or socioeconomic level, feel free to participate in the extraclass activities of the school? . . na 1 2 3 4

c) To what extent is participation in the various extraclass activities representative of the racial, ethnic, and socioeconomic balance of the school? . . . . . na 1 2 3 4

d) To what extent are the school's social events attended by proportionate numbers of students from the various racial, ethnic, and socioeconomic groups in the school? . . . na 1 2 3 4

e) How well does the student government actively foster multicultural multiracial understanding and contact? . . . . . na 1 2 3 4

Comments

VI. Student Personnel Services

A. GUIDANCE AND COUNSELING

Checklist

1. The guidance services are provided for all students at all levels on an equal basis.	na	1	2	3	4
2. Efforts are made to inform non-white parents of the function and purposes of the guidance services.	na	1	2	3	4
3. The school makes a definite effort to involve the parents of non-white students in the guidance program.	na	1	2	3	4
4. The guidance department is committed to helping students develop those interpersonal skills and values needed for effective living in a multicultural society	na	1	2	3	4
5. The guidance department strives to help young people make wise vocational and educational choices based solely on their abilities and potential and not on their race or socioeconomic level.	na	1	2	3	4
6. Guidance service personnel have consciously developed a sensitivity to the problem and needs of minority* students, their cultures, and their communities.	na	1	2	3	4
7. Every school counselor undergoes current and periodic primary experience in the school's community in order to keep alert to and abreast of the developing needs and aspirations of the community.	na	1	2	3	4
8. The guidance counselors understand the rationale for desegregation and integration both in the school and in American society.	na	1	2	3	4
9. Guidance services are provided in languages other than English when this is necessary.	na	1	2	3	4
10. Non-white students are provided with full opportunity to meet with college recruiters.	na	1	2	3	4
11. Counselors openly discuss racial and or cultural considerations with students.	na	1	2	3	4
12. The guidance staff attempts to help teachers reexamine their views of racial-minority and culturally different students, including expected behavior traits, social mores, etc.	na	1	2	3	4
13. The school seeks to identify and to counsel non-white students with high but hitherto unrecognized academic ability.	na	1	2	3	4
14. The guidance department searches for and counsels students who may be potential drop-outs.	na	1	2	3	4
15. The counseling staff is representative of the racial and cultural diversity of our pluralistic society.	na	1	2	3	4
16. Counselors consider racial discrimination a problem of the whole community rather than a "minority problem."	na	1	2	3	4
17. The school's guidance staff is ethnically and racially representative of the school's student body.	na	1	2	3	4
18. The counselors clearly convey in their behavior the assumption that all students can achieve significantly.	na	1	2	3	4

* Whenever the word minority is asterisked, it refers to racial or ethnic groups that are the numerical minority within this particular school or district.

19. Counselors make an effort to search out students who, because of racial and cultural differences, may be less apt to seek the help of the guidance department of their own volition. . . . . na 1 2 3 4

20. The counselors make available information on special aid and assistance (relative to both present and future education) to non-white students. . . . . na 1 2 3 4

21. Counselors visit the homes of minority* group students . . . . . na 1 2 3 4

22. Careful counseling is provided non-white parents to help them select wisely for their children among the educational options available in the school. . . . . na 1 2 3 4

23. Community leaders and business/professional men from minority groups are involved in the guidance program. . . . . na 1 2 3 4

Supplementary Data

1. Describe the specific efforts the guidance department makes to support the program of multicultural/multiracial education within the school.

2. Describe the greatest needs in the guidance department and services in relation to helping students live effectively in a pluralistic society.

3. Describe the changes being considered in the guidance services to make them more responsive to multicultural/multiracial needs.

Evaluations

a) How effectively are the guidance services meeting the needs of non-white students? . na 1 2 3 4

b) How effectively are the guidance services supporting the total effort towards multicultural/multiracial education within the school? . . . . . na 1 2 3 4

c) To what extent do the guidance services help non-white students make wise educational and vocational decisions reflecting their abilities and real potential? . . . . . na 1 2 3 4

Comments

B. OTHER STUDENT SERVICES

Checklist

1. Non-professional workers in the school take part in in-service training on multicultural/multiracial education. . . . . na 1 2 3 4
2. The school is attentive to the special health needs of its minority (racial and cultural) students. . . . . na 1 2 3 4
3. The food services department respects the food choices of minority* students and includes appropriate items on the menu. . . . . na 1 2 3 4
4. The school's social services have a planned program for providing support to non-white students and parents. . . . . na 1 2 3 4
5. The social service personnel are sensitive to the needs and problems of non-white students and their families. . . . . na 1 2 3 4
6. Social service personnel make themselves available to non-white parents at times convenient to the parents, such as after school, in the evenings, etc. . . . . na 1 2 3 4
7. Social service personnel take time to work with non-white parents on problems that are only indirectly connected with the school. . . . . na 1 2 3 4
8. The school provides ombudsman service for the students to help them solve their problems with teachers and the administration. . . . . na 1 2 3 4

Supplementary Data

1. Describe the specific contributions made by the student personnel services (other than guidance and counseling) to the multicultural/multiracial educational efforts of the school.

2. Describe what other student personnel services need to be made available if the needs and requirements of minority* students are to be met fully.

Evaluations

a) To what extent are the special student personal services provided by the school consistent with its commitment to multicultural education? . . . . . na 1 2 3 4

b) To what extent are the needs of minority* students in the school being met by the special student personnel services? . . . . . na 1 2 3 4

Comments

VII. Process of Involvement and Decision-Making In Multicultural/Multiracial Education

A. STUDENT INVOLVEMENT

Checklist

1. Students feel that they are involved in the planning and organization of programs which serve multicultural multiracial education. . . . . na 1 2 3 4
2. Minority* students serve as officers of classes, student organizations, and academic groups on more than a token basis. . . . . na 1 2 3 4
3. The school encourages the formation of groups of students representing racial and ethnic interests as a means of self-discovery. . . . . na 1 2 3 4
4. The recommendations or requests of such groups are carefully considered by the administration. . . . . na 1 2 3 4
5. The recommendations or requests of such groups have been effective in changing school policies. . . . . na 1 2 3 4
6. Students feel comfortable in speaking and dressing in ways that reflect racial and ethnic cultures. . . . . na 1 2 3 4
7. In many school situations students have an opportunity to associate freely or choose their seating according to their personal preferences . . . . . na 1 2 3 4

Evaluations

a) Do the students recognize that they are influential in developing multicultural multiracial educational experiences? . . . . . na 1 2 3 4

b) Are the interests of minority* students understood and served as effectively as the interests of majority students? . . . . . na 1 2 3 4

Comments

* Whenever the word minority is asterisked, it refers to racial or ethnic groups that are the numerical minority within this particular school or district.

B. TEACHER INVOLVEMENT

Checklist

1. Teachers feel that they are partners in planning and organizing programs which serve multicultural multiracial education. na 1 2 3 4
2. Within the faculty, personal associations which reflect racial and ethnic openness are evident. na 1 2 3 4
3. In the classroom, teachers capitalize on opportunities to counteract prejudicial and stereotyped thinking. na 1 2 3 4
4. By their participation in human relations workshops and similar programs, teachers show their interest in overcoming any stereotyped thinking of their own. na 1 2 3 4

Evaluations

a) To what extent do teachers have a decisive role in developing multicultural/multiracial education? na 1 2 3 4

b) To what extent do teachers realize that their actions communicate more graphically than their words their personal attitudes towards intergroup relations? na 1 2 3 4

Comments

C. COMMUNITY INVOLVEMENT

Checklist

1. The school seeks the assistance of the community in developing multicultural/multiracial education. na 1 2 3 4
2. The school provides the community with accurate, current information about its program. na 1 2 3 4
3. The school shares its decision-making power concerning objectives, program, activities, and procedures with the various racial and cultural groups in the community na 1 2 3 4
4. If the community includes groups which reflect racial or ethnic interests, the school recognizes and responds to these groups. na 1 2 3 4
5. The school offers special orientation programs for non-white parents. na 1 2 3 4
6. Administrators and teachers are involved in explaining to the community the nature and rationale of the school's multicultural/multiracial education program. na 1 2 3 4
7. In adult education programs the school offers human relations workshops to parents and other members of the community. na 1 2 3 4

Evaluations

a) Has the school informed the community of the multicultural/multiracial objectives of its programs? . . . . . na 1 2 3 4

b) Has the school engaged the support of the majority of the residents of the community for its multicultural/multiracial programs? . . . . . na 1 2 3 4

c) Has the school engaged the support of minority* groups in the community for its multicultural/multiracial programs? . . . . . na 1 2 3 4

d) Is the community actively involved in the decision-making process relative to multicultural/multiracial education? . . . . . na 1 2 3 4

Comments

VIII. Change and Improvement in Multicultural/Multiracial Education

Planning and strategies for change are prerequisites if a school is to develop programs that will foster satisfactory life in a pluralistic society. Each item below is intended for study and response by the entire staff.

1. What plans currently are being developed for changing and improving the multicultural/multiracial nature of the curriculum?

2. How does the school plan to evaluate the effects of these proposed changes?

3. How wide is the involvement of all interested parties (staff, students, parents, community) in planning these changes?

4. What are the next areas for change the staff is considering?

5. What factors in the school and/or community will promote the desired changes or improvements?

6. What factors in the school and/or community might militate against these desired changes or improvements?

Evaluations

a) To what extent does the superintendent's office encourage innovations and change in multicultural/multiracial education? . . . . . na 1 2 3 4

b) To what extent does the school administration encourage innovations and change in multicultural/multiracial education? . . . . . na 1 2 3 4

c) To what extent has the school identified its basic programmatic needs in the area of multicultural/multiracial education? . . . . . na 1 2 3 4

d) To what extent is the school making plans for improvements in its multicultural/multiracial education program? . . . . . na 1 2 3 4

Comments

IX. Evaluation of the School's Efforts Towards Multicultural/Multiracial Education

1. In what respects are the efforts of the school toward multicultural multiracial education most satisfactory and effective?

2. In what respects are these efforts most in need of improvement or development?

3. Recommend, in order of priority, steps that might be taken for the enhancement and improvement of the school's efforts towards multicultural/multiracial education.

Evaluations

a) To what extent are the school's total efforts towards multicultural/multiracial education meeting the needs of the students in this school? . . . . . na 1 2 3 4

b) To what extent are the school's total efforts consistent with the stated philosophy and objectives for multicultural/multiracial education? . . . . . na 1 2 3 4

c) To what extent is the school fulfilling its stated educational commitments in the area of multicultural/multiracial education? . . . . . na 1 2 3 4

d) To what extent is the school adequately preparing its students for a satisfying life in a multicultural/multiracial society? . . . . . na 1 2 3 4

e) To what extent is the school identifying problems in this area of education for a pluralistic society and seeking their solution? . . . . . na 1 2 3 4

f) To what extent is the school endeavoring to overcome whatever racial, ethnic, cultural, and/or socioeconomic barriers may exist among its students? . . . . . na 1 2 3 4

Comments

STUDENT OPINIONNAIRE

This Student Opinionnaire is packaged separately and may be purchased in quantity from the National Study of School Evaluation.

1. Racial differences are not important to the students in this school.
   _____ (a) agree _____ (b) disagree _____ (c) uncertain
2. I have teachers this year from more than one racial ethnic group.
   _____ (a) yes _____ (b) no
3. The materials and procedures in my classes support the dignity of all races.
   _____ (a) always _____ (c) seldom
   _____ (b) usually _____ (d) never
4. In general, students in this school receive:
   _____ (a) equal treatment, regardless of race
   _____ (b) unequal treatment, because of race
   _____ (c) don't know
5. This school seems to favor students who are:
   _____ (a) non-white
   _____ (b) white
   _____ (c) no favoritism is shown
6. Teachers in this school seem most interested in helping:
   _____ (a) all students _____ (c) non-white students
   _____ (b) no students _____ (d) white students
7. I prefer teachers who are:
   _____ (a) mainly of my own race _____ (c) a balanced mixture of races
   _____ (b) mainly of another race _____ (d) don't care about the race of my teachers
8. I would prefer to be in a student body:
   _____ (a) mainly of my own race _____ (c) fairly well racially mixed
   _____ (b) mainly of another race _____ (d) don't care
9. I think I obtain my best education in classes in which the students are:
   _____ (a) mainly of my own race _____ (c) a balanced mixture of races
   _____ (b) mainly of another race _____ (d) don't think race is a factor
10. There is no racial tension in this school.
    _____ (a) agree _____ (b) disagree _____ (c) uncertain
11. I feel that mingling with students of other races and ethnic groups would:
    _____ (a) help my learning _____ (c) would not affect my learning
    _____ (b) hinder my learning _____ (d) not certain
12. The principal sincerely wants to eliminate racial prejudice in this school.
    _____ (a) agree _____ (b) disagree _____ (c) uncertain
13. I like attending this school:
    _____ (a) very well _____ (c) not very well
    _____ (b) well enough _____ (d) not at all

I am _____ male, _____ female. My race is _____.

(This information is needed to help interpret your responses.)

NATIONAL STUDY OF SCHOOL EVALUATION
2201 Wilson Boulevard, Arlington, Virginia 22201

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TEACHER OPINIONNAIRE

This Teacher Opinionnaire is packaged separately and may be purchased in quantity from the National Study of School Evaluation.

	Yes	No	Uncertain	No Preference
1. I find (would find) professional fulfillment in teaching in a racially and culturally integrated school.				
2. I like (would like) the staff of my school to be racially and culturally integrated.				
3. I think the administration of this school prefers (would prefer) a racially and culturally integrated school population.				
4. I think the administration of this school prefers (would prefer) a staff composed of many ethnic and racial groups.				
5. I think the community this school serves wants the school to foster and achieve racial and cultural pluralism.				
6. I think the community this school district serves wants the school to foster and achieve racial and cultural pluralism.				
7. I find (would find) teaching students from various racial and cultural groups to be a satisfying experience.				
8. I adjust my teaching methodologies with students from different racial, cultural, and socioeconomic milieus.				
9. Wherever appropriate, I use teaching materials which support racial and cultural pluralism.				
10. Teaching materials which support racial and cultural pluralism are available to me in this school.				

11. I think I do my best teaching in classes that are predominately:
    - _____ (a) White
    - _____ (b) Of any other one race
    - _____ (c) Racially mixed
12. I think that students in this school generally receive:
    - _____ (a) equal treatment, regardless of race
    - _____ (b) unequal treatment, because of race
    - _____ (c) I can make no judgment on this
    - _____ (d) most students here are of one race
13. Students in this school generally receive:
    - _____ (a) equal treatment regardless of socioeconomic levels
    - _____ (b) unequal treatment because of socioeconomic levels
    - _____ (c) I can make no judgment on this
14. Staff members in this school generally receive:
    - _____ (a) equal treatment, regardless of race
    - _____ (b) unequal treatment, because of race
    - _____ (c) I can make no judgment on this
    - _____ (d) all teachers in this school are of one race

15. In matters relating to racial and cultural minority groups, I feel this school is doing a job best characterized as:

_____ (a) excellent _____ (c) fair

_____ (b) good _____ (d) poor

16. No significant racial tension exists in this school.

_____ (a) agree _____ (b) disagree _____ (c) uncertain

In order to place these responses (which are to be completely anonymous) into meaningful patterns, please provide the following information:

_____ I am of a race other than white. _____ I am white.

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